

COTTON BELT ELEMENTARY

1176 Black Highway
York, SC 29745

GRADES PK-5 Elementary School

ENROLLMENT 592 Students

PRINCIPAL Matt Brown 803-684-1947

SUPERINTENDENT Dr Katie Brochu 803-684-9916

BOARD CHAIR Harvey Gene Turner 803-684-4025

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

10

60

24

1

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Average	Average	No
2004	Good	Below Average	Yes

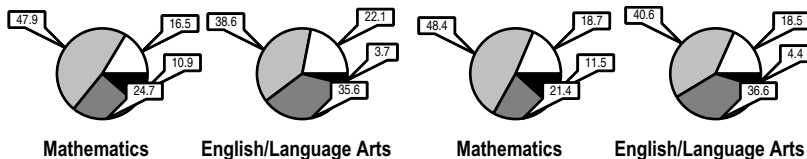
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	287	99.7	21.8	38.7	35.7	3.8	53.8	Yes	Yes
Gender									
Male	146	99.3	30.3	35.6	31.8	2.3	43.9		
Female	141	100.0	13.4	41.8	39.6	5.2	63.4		
Racial/Ethnic Group									
White	177	99.4	16.7	37.0	41.4	4.9	61.1	Yes	Yes
African-American	90	100.0	29.4	43.5	24.7	2.4	40.0	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	26.7	26.7	46.7	0.0	53.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	253	99.6	15.7	40.0	40.0	4.3	59.1		
Disabled	34	100.0	67.7	29.0	3.2	0.0	12.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	287	99.7	21.8	38.7	35.7	3.8	53.8		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	99.6	21.2	39.2	35.8	3.8	54.2		
Socio-Economic Status									
Subsidized meals	158	99.4	29.5	42.5	26.7	1.4	41.8	Yes	Yes
Full-pay meals	129	100.0	12.5	34.2	46.7	6.7	68.3		

Mathematics - State Performance Objective = 15.5%									
All Students	287	100.0	16.5	47.9	24.7	10.9	53.6	Yes	Yes
Gender									
Male	146	100.0	18.0	48.9	21.1	12.0	53.4		
Female	141	100.0	14.9	47.0	28.4	9.7	53.7		
Racial/Ethnic Group									
White	177	100.0	11.0	42.9	30.1	16.0	65.6	Yes	Yes
African-American	90	100.0	28.2	56.5	12.9	2.4	29.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	6.7	53.3	33.3	6.7	66.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	253	100.0	14.8	47.5	25.4	12.3	55.9		
Disabled	34	100.0	29.0	51.6	19.4	0.0	35.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	287	100.0	16.5	47.9	24.7	10.9	53.6		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	100.0	16.5	47.1	25.3	11.1	54.0		
Socio-Economic Status									
Subsidized meals	158	100.0	23.8	55.1	19.0	2.0	40.8	Yes	Yes
Full-pay meals	129	100.0	7.5	39.2	31.7	21.7	69.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	95	100.0	25.6	32.2	38.9	3.3	42.2
	Grade 4	102	99.0	27.1	40.6	31.3	1.0	32.3
	Grade 5	105	99.0	37.6	48.4	14.0	N/A	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	97	100.0	9.4	33.3	47.9	9.4	57.3
	Grade 4	91	98.9	25.8	34.8	38.2	1.1	39.3
	Grade 5	99	100.0	30.5	47.4	22.1	N/A	22.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	95	100.0	18.9	61.1	11.1	8.9	20.0
	Grade 4	102	100.0	16.5	45.4	23.7	14.4	38.1
	Grade 5	105	99.0	24.7	50.5	19.4	5.4	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	97	100.0	14.6	55.2	22.9	7.3	30.2
	Grade 4	91	100.0	21.1	47.8	17.8	13.3	31.1
	Grade 5	99	100.0	16.8	41.1	31.6	10.5	42.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 592)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.3%	Down from 6.9%	3.0%	2.7%
Attendance rate	96.0%	Up from 92.5%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%		4.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%		3.3%	3.5%
Eligible for gifted and talented	13.6%	Down from 15.5%	15.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 8.0%	9.0%	8.2%
Older than usual for grade	2.7%	Up from 1.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	42.5%	Down from 45.0%	52.0%	51.4%
Continuing contract teachers	85.0%	Up from 80.0%	90.9%	87.5%
Highly qualified teachers**	93.9%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 88.1%	88.5%	86.7%
Teacher attendance rate	96.5%	Up from 95.8%	95.0%	94.9%
Average teacher salary	\$41,932	Up 3.4%	\$40,928	\$40,760
Prof. development days/teacher	13.5 days	Up from 11.2 days	12.2 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.6 to 1	19.0 to 1	18.9 to 1
Prime instructional time	90.5%	Up from 87.0%	90.2%	90.0%
Dollars spent per pupil*	\$6,341	Down 1.6%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	66.9%	Up from 57.2%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.4%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	82.4%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The hallways and classrooms of Cotton Belt Elementary School were filled with excitement, energy and success during the 2003/2004 school year. As we keenly focused on our school's mission to educate the "whole child," all our students, parents, community members, and school faculty and staff collectively joined hands to provide the best education possible for the students we served. As a school family, we were fortunate to be selected for two State awards during the school year: The Palmetto Silver Award and the State Department of Education Red Carpet Award. Both of these awards signify the hard work and dedication of the entire Cotton Belt Family to provide a first class education for our students.

Although our students' academic, social and emotional gains are continuing to show improvement each year, we must never lose sight of the fact that we still have much work to accomplish and higher goals and standards to meet. As a school family, we are totally committed to providing the best education possible for each child that walks through our doors. However, we know that we cannot do this job alone. Parents and community members must play an active role to ensure our students receive the best education possible. We encourage each of you to be an active participant in the education of our students on a consistent basis. As we march forward on this educational journey, we are confident, with the right attitude and commitment from all involved, that we can truly make a difference in the lives of our students. All children bring to the schoolhouse doors their own unique needs and special talents. We commit to each one of these individual students our time, talents and resources to help them achieve their educational goals and become productive citizens of our global society.

Cotton Belt is extremely fortunate to have a faculty and staff, PTO and School Improvement Council that are totally dedicated and committed to providing a safe, nurturing and inviting learning atmosphere that is solidly grounded on high expectations for all students. Without the commitment from these dedicated stakeholders, we would not be able to provide the educational experiences that our students so richly deserve. As a Title One School and a Professional Development School with Winthrop University, we are also able to provide our students and faculty with additional educational opportunities that will continue to improve our overall student achievement.

As you analyze the data in this report, please let this one piece of data from the educational puzzle be a driving force and motivator for you and all of us that are involved—to recommit our time, talent and energies to providing the best education possible for all the children at Cotton Belt Elementary School. Our children are counting on us, so please never forget that: Together - we can and will make a difference!

Matt Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	91	73
Percent satisfied with learning environment	97.5%	90.0%	90.3%
Percent satisfied with social and physical environment	100.0%	91.2%	85.9%
Percent satisfied with home-school relations	84.6%	96.7%	70.4%

*Only students at the highest elementary school grade level at this school and their parents were included.